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The debilitating effects of poverty and cultural deprivation can be alievated through education. Increase of academic success through curriculum improvement and reorientation is sought. Suggested priorities are: use and evaluation of new methods and materials to be made available; coordination with and assistance to other action programs; and correlation and consultation with outside agencies.

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D R A F T

MOBILIZATION FOR YOUTH

CURRICULUM CENTER

PRIORITIES FOR CURRICULUM PROGRAM

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ED001067

The operational and tactical objectives of the Curriculum Improvement Program flow from and are generally consonant with the three general objectives posited in Mr. Brager's paper, "Some Assumptions and Strategies of the MFY Program", September 1962.

1. Decrease poverty

2. Increase the responsiveness of the institution (school system) and of its staff members to the problems of the lower class poverty stricken people of the MFY area.

3. Overcome the debilitating effects which poverty has upon these people.

Except in the long range future of present pupils, and to the extent to which changes in their behavior produced by their own better school achievement can do so, the Curriculum Improvement Program can make little or no direct attack upon poverty itself. It has had some evidences of beginning success* in improving the responsiveness of the school system and its personnel to the problems of the local population. It can attack some of the debilitating effects of poverty by increasing pupils' academic success, by assisting thru growing academic achievement to provide job access, by broadening their knowledge, understanding of and competence to work and live in the extra-ghetto world.

In attempting to plan forthcoming phases of the Curriculum Improvement Program, it is necessary to narrow the field of engagement of our resources to a manageable portion of the school spectrum.

The suggested priorities follow:

Priority 1: Testing the hypotheses of the proposal** through projects of the Curriculum Center in the schools, with the school Curriculum Coordinators assigned to those schools in which materials are being field tested. A list of such materials now in preparation for this kind of use is appended. In all such programs the primary curriculum area of Curriculum Center involvement should be language arts; the level at which future programs should be pitched is primarily in the early

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*Response to Ed. Newsletter items, Math Problems, Puerto Rican Books Phamphlet and Teacher Guide, Register and Vote Campaign - acceptance of and demand for teacher training assistance in the schools.

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grades as most effective in preventing academic failure. Seven auxiliary supporting structures are either already in operation or are under development. These are the in-school consultant function of staff members, the Principals' Advisory Committee, the Teacher Liaison Committee, The Curriculum Planning Committee (of Assistants to Principal), the MFY Education Newsletter, links with Board of Education Curriculum Research Bureau, and Bureau of Audio-Visual Instruction and the search for adaptable materials from the literature (other projects (Great Cities College program) and from within the local system).

Priority 2: Coordination with and Assistance to other MFY Action Programs.

Examples

School Social Work	Reading
Homework Helper	World of Work
Laboratory School	Adventure Corps
Tutorial	Community Organization

Priority 3: Correlative and Consultative Functions with Outside Agencies.

Examples

Hunter College Projects True and English, Bank Street, Brooklyn College (Field Placement of Students), and Prince Edward County Free Schools Association.